DOCUMENT RESUME

ED 229 101 PS 013 165

AUTHOR Jones, Leroy; And Others
TITLE The Child Development Associate Program: A Guide to CDA Program Administration.
INSTITUTION University Research Corp., Bethesda, Md.
SPONS AGENCY Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE Sep 81
CONTRACT DHHS-105-78-1016
NOTE 67p.; For related documents, see PS 013 162-166.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Responsibility; Administrator Role; Contracts; *Delivery Systems; Early Childhood Education; Guidelines; *Management Development; Postsecondary Education; *Program Administration; *Training Methods
IDENTIFIERS *CDA; Child Development Associate; Direct Grant System; Project Head Start

ABSTRACT

This manual is designed to provide assistance to Head Start grantees and training institutions involved in the administration of Child Development Associate (CDA) training programs. Specifically, the manual is intended to (1) provide basic information on the CDA training program as well as an overview of basic program features and administrative requirements, (2) describe practices and methods for grantee-administered CDA programs, (3) define methods for administering institutional/contractor-funded programs, and (4) increase grantee/contractor knowledge of general management principles and concepts. A bibliography of management and training resources is appended, and copies of related contractual documents are provided. (MP)

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THE CHILD DEVELOPMENT ASSOCIATE PROGRAM:

A GUIDE TO CDA PROGRAM ADMINISTRATION

Prepared by

Leroy Jones, M.A.
Project Director

Sarah B. Hardy, Ph.D.
Senior Associate

Diane H. Rhode
Management Assistant

Prepared for

U.S. Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth, and Families
Head Start Bureau

Contract No. 105-78-1016

September 1981

PS013165

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5530 Wisconsin Avenue
Chevy Chase, Maryland 20815

Library of Congress Catalogue Number Applied For

Printed in the United States of America

The work upon which this publication is based was performed pursuant to Contract No. 105-78-1016, with the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families. The points of view or opinions expressed do not necessarily represent official policy of the Administration for Children, Youth, and Families.

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PURPOSES AND FOCUS OF THE MANUAL

This manual has been developed by University Research Corporation to provide assistance to Head Start grantees and training institutions for the administration of CDA training programs. It is not intended to be a detailed guide to effective methods of CDA program management or administration, but rather to serve as a reference document for basic program requirements, procedures, and activities that relate to the development and implementation of a CDA program.

This document is based on the assumption that the primary recipient of Program Account 20 (CDA) funds is the principal administering agent of the CDA program. The focus is on two types of CDA programs: grantee administered programs, and institutional or contractor administered programs. Specifically, the manual will:

- Provide basic information on the CDA training program and the ACYF Training Criteria
- Provide an overview of basic program features and administrative requirements
- Describe practices and methods for grantee administered CDA training programs
- Define methods for administering institutional/contractor funded programs
- Increase grantee/contractor knowledge of general management principles and concepts.

CHAPTER I:

INTRODUCTION

HISTORICAL SUMMARY

The Child Development Associate (CDA) Program was initiated in 1970 by the Administration for Children, Youth, and Families (ACYF) in response to a concern for increasing the abilities as well as the numbers of child care personnel, thus increasing the quality of care provided to children. At the time, state certification standards had been carefully set for elementary and secondary education teachers, but only a small number of states required certification of nursery school teachers; and, although many states required licensing for day care centers and set standards for health and safety, staff qualifications were usually not stipulated.

In response to this concern, ACYF convened a meeting of leaders in the field of early childhood education/child development to discuss ideas concerning the establishment of a new professional credential, the Child Development Associate. A task force composed of representatives from this group, working with ACYF, was organized to:

- Delineate the knowledge and skills needed by the new child care professionals who would have the primary responsibility for the daily activities of a group of children in a center-based program; and

- Develop guidelines for training individuals in the designated competencies.

In 1972, the newly created CDA Consortium reviewed the CDA Competencies developed by the task force, and the six broad competency areas were adopted by the CDA Consortium's Board of Directors.

With the six CDA Competencies formalized, ACYF turned its attention to designing and implementing CDA competency-based training. In 1973, the first major training effort was launched with the funding of the 13 CDA pilot training projects. These projects were to develop innovative approaches to CDA training based on CDA Training Guidelines and the CDA Competencies. The second major training effort, also initiated in 1973, was the incorporation of CDA training into Head Start Supplementary Training (HSST) programs for Head Start classroom staff. The CDA Training Guidelines developed by ACYF were further refined, restated as CDA Training Criteria, and used by HSST programs to begin a gradual conversion to CDA training. More than 350 colleges and universities were involved in the HSST/CDA training efforts.

During 1974, the pilot projects developed and implemented their innovative training approaches, and the HSST programs continued the task of converting to CDA competency-based training for classroom staff. The CDA Consortium worked with contractors, subcontractors, researchers, the pilot projects, HSST programs, task forces, and colloquies to design the performance-based assessment system and a system for awarding the CDA credential. Over 1,000 people cooperated with the Consortium in the first field test of the prototype assessment system.

Also during this year, the definition of the CDA role was completed by the Consortium, and the six CDA Competencies were further delineated into 13 Functional Areas. The assessment system developed by the Consortium differed markedly from the traditional approaches to credentialing. Consistent with the CDA concept of demonstrated competence, the system was a performance-based assessment conducted by a team of individuals called the Local Assessment Team (LAT). Each team member collected information about the candidate, and the team then made judgments about the candidate's competence in each Functional Area.

Although the CDA Consortium's 1974 field test demonstrated the workability of the prototype assessment system, further field testing was continued in 1975 in the interest of confirming validity and reliability. Results were again positive, and the Credential Award System was accepted by the Consortium's Board of Directors in March of 1975. The first CDA credentials were formally awarded in a special ceremony at the Department of Health, Education, and Welfare (now the Department of Health and Human Services).

ACYF also provided impetus for the creation of training methods, materials, and curricula specifically for staffs working with Spanish-speaking children by funding five bilingual-bicultural CDA pilot training projects during this period.

By July 1977, some 2,000 CDA credentials had been awarded, approximately 4,000 Head Start staff were enrolled in CDA competency-based training in colleges and universities across the nation, and 13 states had adopted CDA into their care care regulations. Thus, the CDA effort had in seven years progressed from a concept in 1971, to reality in 1975 with the awarding of the first CDA credential, to a fully functioning national program in 1977. Approximately 8,000 CDA credentials have been awarded. There are approximately 7,000 Head Start staff in CDA training. The CDA credential has been adopted by 19 more states and the District of Columbia.

BASIC PROGRAM COMPONENTS

The Child Development Associate Program is a national effort to upgrade the quality of care for young children aged three through five in child development settings by enhancing the competence of the staff who care for them. The focus is specifically on improving the skills of the teacher who has the primary responsibility for directing the daily activities of the children.

CDA Competencies

Competencies for the Child Development Associate fall into six broad areas which are believed to be necessary for staff working in a comprehensive developmental program for preschoolers:

1. Setting up and maintaining a safe and healthy learning environment.

2. Advancing physical and intellectual competence.

3. Building positive self-concept and individual strength.

4. Organizing and sustaining the positive functioning of children and adults in a group environment.

5. Bringing about optimal coordination of home and center child-rearing practices and expectations.

6. Carrying out supplementary responsibilities related to the children's programs.

These competency areas constitute the basis of all training and credentialing for Child Development Associates. The CDA is expected to demonstrate competence in all six areas. In addition to demonstrating the aforementioned competency areas, teachers who work in bilingual-bicultural child care settings should also have knowledge and skills in:

1. Comprehending and communicating with children and adults in both Spanish and English, and

2. Supporting children's ethnic identity and self-concepts by making cultural experiences an integral part of the daily programs and supplemental activities.

CDA Training

Training based on the CDA Competencies was first developed by the 13 ACYF-funded CDA pilot training projects, and later incorporated into Head Start Supplementary Training (HSST/CDA) programs for Head Start classroom staff.

CDA training differs markedly from the traditional approach to professional teacher training which depends solely on the completion of a certain number of prescribed courses or the earning of a prescribed number of credits. Traditionally trained professionals do not necessarily need to show an ability to apply their learning in the work setting. CDA training, in contrast, focuses on assisting participants in gaining the knowledge and skills necessary to demonstrate the CDA Competencies.

While academic content and credits are included in CDA competency-based training, the training is individualized according to each person's strengths and needs with respect to the Competencies. Also, a major portion of the training time is spent in supervised field experiences wherein the integration of academic and field experiences is stressed.

There are currently over 350 colleges and universities offering HSST/CDA competency-based training. A number of these institutions are using the CDA Competencies in developing new early childhood education curricula for training staff, or incorporating content related to the Competencies into existing course offerings.

CDA Assessment and Credentialing

Although CDA training is provided through many types of training programs, the CDA credential is awarded only by the Bank Street College CDA National Credentialing Program. In designing the CDA assessment and credentialing system, ACYF developed 13 Functional Areas and defined the CDA as a competent worker who:

> "assumes primary responsibility for the specific needs of a group of children in a child development setting by nuturing the children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center."*

The procedure for assessing and credentialing is called the Credential Award System. It became operational in 1975; to date, approximately 8,000 child care staff have been credentialed.

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* Role definition of the CDA: The Child Development Associate, DHEW Publication No. (OHDS) 77-31049.

CHAPTER II:

OVERVIEW OF CDA PROGRAM ADMINISTRATION

BASIC PROGRAM REQUIREMENTS

The concept of demonstrated competence is at the heart of CDA training, as well as CDA assessment and credentialing. Demonstrated competence is the process whereby CDA interns, during training, and CDA candidates, during the assessment, show that they have the knowledge, skills, and attitudes required to serve in the role of primary caregiver for a group of young children in child development settings.

Irrespective of the type of CDA training program that is operated (grantee or institutional/contractor administered) there are six mandatory training requirements. These requirements are stated in the form of Training Criteria*, as follows:

1. The training should be based on the CDA Competencies and should lead to their acquisition.

2. Academic content and field work should be an integrated set of experiences.

3. Fifty percent or more of the intern's total training time should be spent in supervised field work.

4. Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.

5. Training should be flexibly scheduled so that length of training varies according to each intern's rate of acquisition of the CDA Competencies.

6. Valid credit should be offered for CDA training.

Each of these Training Criteria includes several elements related to CDA training and assessment. These elements ensure that what a CDA intern learns during training is what the candidate is expected to demonstrate during the final assessment. In the following section the key features for each training criterion are described.

---

* The CDA Program: The Child Development Associate, A Guide for Training DHEW Publication No. (OHD) 75-1065, April 1973.

1. Training Based on the Competencies

Each aspect of the training program must be based on the acquisition of the six CDA Competencies. In addition to the Competencies, ACYF has delineated 13 Functional Areas which further focus the attention of both training and assessment personnel. (See Figure 1.)

There is a competency standard for each Functional Area, and the person seeking the CDA credential strives to meet each one. The activities by which a person can demonstrate competence according to the competency standards are called indicators (see Figure 2). Relating also to overall success in CDA training and assessment are the Personal Capacities that a CDA candidate must possess to receive the CDA credential. These capacities are outlined as patterns of relating to children that are considered to be essential to the CDA's ability to demonstrate the CDA Competencies.

2. Integration of Academic Content and Field Work

This criterion is designed to surmount the problem that occurs in traditional training when academic theory is presented without an accompanying field experience to help the student apply the theory.

Integration of academic and field work is the process of organizing training into a composite of experiences--theory and practicum. Further, this integrated set of experiences is based on the CDA Competencies and related to their acquisition by the intern. Integration is found to be easier when the academic instructor and field supervisor work as a team and/or when the academic instructor is also the field supervisor.

3. Supervised Field Work

The criterion that fifty percent or more of the intern's total training time should be spent in supervised field work greatly helps training programs integrate academic content with field experiences. Supervised field experiences are those practical experiences that are aimed specifically at helping the intern acquire the CDA Competencies. The intern applies academic content and theory to work in the classroom setting as he or she takes the role of the teacher with primary responsibility for a specific group of children. These activities require observation and ongoing appraisals by the field supervisor followed by feedback conferences with the intern to determine training progress and to identify further training needs.

Critical to the success of meeting the fifty percent or more field work criterion is coordination between the training institution and the Head Start center. Since much of the training is done on-site, all staff members need to be briefed and informed on the many dimensions of CDA training.

4. Individualization

Individualization is the process of organizing training according to each intern's strengths and training needs with respect to acquiring the CDA Competencies. Each person in CDA training works from an individualized training plan that is based on the intern's progress toward acquiring the CDA Competencies. Ongoing appraisals are made throughout the training program and the training plans are updated according to the degree of progress that has been made.

The training method is also geared to the intern's own learning style; e.g., some interns do better reading about theory and others by listening to someone lecture. Each intern travels through the training program at his or her own rate. No one receives training in areas where he or she is already competent.

5. Flexible Scheduling

The criterion of flexible scheduling is closely related to individualization in that it calls for interns proceeding through the training program at their own rate. The intern should also exit from the training program when the Competencies have been acquired--whether it is in the middle or the end of the academic semester or center year. Under this plan other interns could move into the training slots that have been vacated, without having to wait until the next semester begins.

6. Valid Credit

If colleges and universities provide CDA training and Program Account 20 funds are used, they must offer valid credit for the training. Grantees that are not colleges and universities must work with nearby institutions of higher education to obtain credit for interns, if Program Account 20 funds are also used.

Other key features of CDA training not specifically included under the CDA Training Criteria are team relationships and flexible training approaches. During the training, the field supervisor and the intern work as a team. The field supervisor shares with the intern all observations that he or she has made of the intern at work in the classroom. Together, they reach consensus about the intern's training needs and set up and implement the individualized training plan. Because of the team relationship, the responsibilities of the CDA field supervisor go far beyond those of the traditional field supervisor. Just as there is no one way that a CDA candidate should demonstrate competence, there is no one way that the CDA Training Criteria should be met. There is ample opportunity for creativity in grouping interns and in the use of trainers. The number and type of trainers also vary in CDA programs. Figure 3 summarizes some of the differences between CDA training and traditional training.

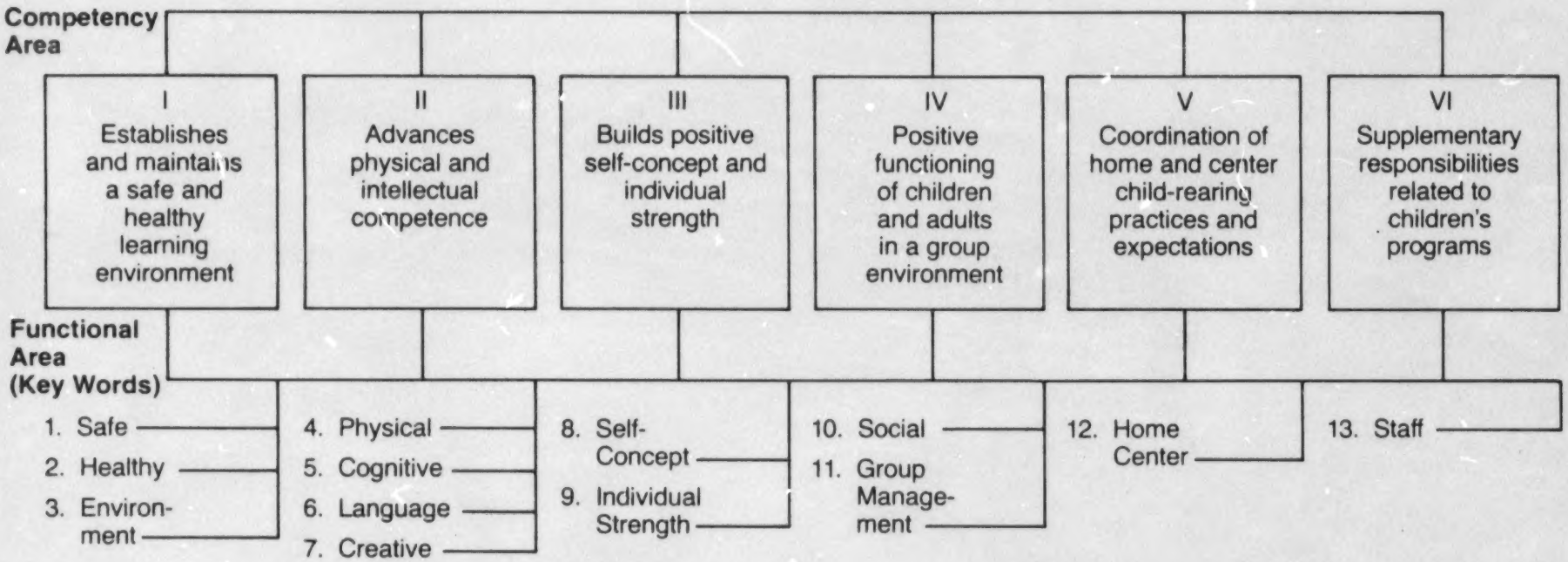
The relationship of the CDA effort to Head Start program expansion was outlined in the Federal Register* as follows:

> "The extent to which the applicant, in hiring classroom teachers, will give priority to the selection of individuals who:
>
> (a) Have a Child Development Associate credential;
>
> (b) Have a bachelor's degree in early childhood education with appropriate supervised field experience;
>
> (c) Are willing to participate in training aimed toward acquiring a Child Development Associate credential within two or three years."

---

* Criteria for Review and Evaluation of Applications, Federal Register Vol. 43, No. 35, Part II, G(9), February 21, 1978.

Figure 1. Six Competency Areas and 13 Functional Areas



*From *Toward an Assessment System, Efforts to January, 1975.* Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.

Figure 2. Competency Area Delineations

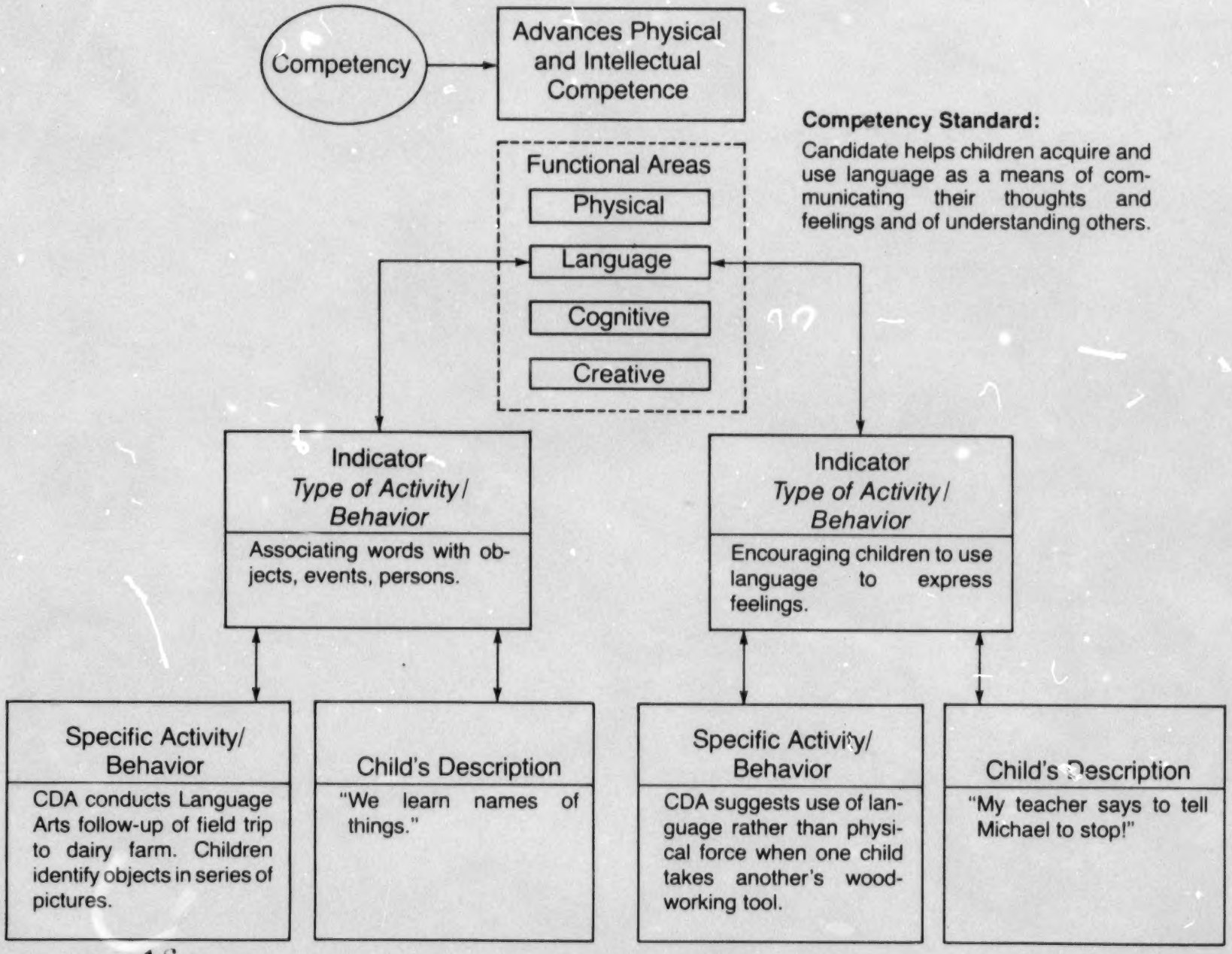

Competency
Advances Physical and Intellectual Competence
Competency Standard:
Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.
Functional Areas
Physical
Language
Cognitive
Creative
Indicator
Type of Activity/ Behavior
Associating words with objects, events, persons.
Indicator
Type of Activity/ Behavior
Encouraging children to use language to express feelings.
Specific Activity/ Behavior
CDA conducts Language Arts follow-up of field trip to dairy farm. Children identify objects in series of pictures.
Child's Description
"We learn names of things."
Specific Activity/ Behavior
CDA suggests use of language rather than physical force when one child takes another's woodworking tool.
Child's Description
"My teacher says to tell Michael to stop!"

Figure 3. Differences Between CDA Training and Traditional Training

	Traditional Training	CDA Training
1. Entry	Standards set by institution — entrance examinations, high school diploma.	Open eligibility—Intern must be at least 17 years old or have high school diploma; must meet local health requirements for working with children.
2. Structure of Academic Course Work	Stipulated for all students.	*Individually* designed to meet each intern's needs. Each intern given an initial entry appraisal to determine his/her strengths or training needs with respect to the Competencies.
3. Relationship of Theory to Practice	Academic work includes child development, teaching methods, and general academic requirements, such as history, science, sociology. General academic work usually precedes education courses. Field experiences usually limited in duration.	Academic theory thoroughly integrated with field experiences. Both academic and field experiences based on specific set of Competencies designed for CDAs — the skills and behavior required for people working with young children.
4. Time	2-4 years.	Varies according to intern's progress. Two years an expected maximum for obtaining the Competencies.
5. Field Experience	Usually includes practice teaching of short duration that follows academic training.	Academic and supervised field work occur simultaneously. Field work comprises at least 50 percent of training.
6. Exit	Standards established by the institution — student completes the academic program with acceptable or satisfactory grades.	Standards met by successful acquisition of the CDA Competencies. Assessment of demonstrated competence executed by the CDA Consortium through its Credential Award System.
7. Certification	Degrees, certificates, or credentials awarded to student by institution.	Child Development Associate credential awarded to intern by CDA Consortium.
8. Institutions Involved	Colleges, community and junior colleges, and universities.	Colleges, community and junior colleges, and universities — in cooperation with, and in addition to, wide variety of other organizations interested in training for child care staff.

NOTE: The CDA Consortium is now the Bank Street College, CDA National Credentialing Program.

ACYF CDA FUNDING PROCESS

Funding of HSST/CDA training programs from ACYF Regional Offices presently takes numerous forms: grantee direct funding and contracts to academic institutions, private contractors, and state training offices. These funds are generally referred to as Program Account 20 funds. (See Figure 4 for program funding models.)

In addition to ACYF Program Account 20 funds, there are other secondary sources of funds for CDA training. Among these are Pell Grants (formerly BEOG), CETA, VA, and state government funds. Every qualified person makes application to these funding sources for additional resources.

Whether the CDA training program is grantee administered or institutional/contractor administered, the budget generally consists of five basic categories:

1. Salaries (staff)

2. Training materials (books, modules, etc.)

3. Instructional costs

   a. Personnel
   b. Academic courses (credits)

4. Travel (for field training)

5. Final assessment costs.

Generally, these categories will cover all personnel, materials, and miscellaneous costs which the project is likely to incur in carrying out CDA training. Figure 5 shows sample budgets for grantee and contractor administered programs.

The preparation of the final budget reflects consensus on budget categories and priorities, the proposed budget time frames, and sources of available funding. As the draft budget is reviewed, determination of the existence of the following is made:

- Any excess in resources for particular budget categories
- Any deficits in the budget/resource categories
- The need to modify the proposed budget to transfer available resources among categories (where resources are limited or inadequate) based on program priorities
- The need to seek additional resources.

Figure 4. CDA Training Program Funding Modules

A	B	C	D	E
Regional Office	Regional Office	Regional Office	Regional Office	Regional Office
to	to	to	to	to
Training Institution*	Head Start Grantee**	STATO*	Contractor*	Contractor*
to	to	to	to	to
Head Start Grantees	Training Institution*** or Contractor*	Training Institution***	Training Institution***	Head Start Grantees
		to	to	to
		Head Start Grantees	Head Start Grantees	Training Institution***

* Contract

** Grant

*** Subcontract or Agreement

Figure 5a. Sample CDA Training Budget: Grantee

OMB NO 80-R0180

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

Grant Program, Function or Activity (a)	Federal Catalog No. (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Account 20		$ 21,302	$ 10,000 (BEOG)	$	$	$ 31,302
2.						
3.						
4.						
5. TOTALS		$ 21,302	$ 10,000	$	$	$ 31,302

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	Grant Program, Function or Activity (1)	(2)	(3)	(4)	Total (5)
a. Personnel	$ 7,272	$	$	$	$ 7,272
b. Fringe Benefits 10%	728				728
c. Travel	559				559
d. Equipment					
e. Supplies					
f. Contractual	6,000				6,000
g. Construction					
h. Other Training	12,660				12,660
i. Total Direct Charges	27,219				27,219
j. Indirect Charges 15%	4,083				4,083
k. TOTALS	$ 31,302	$	$	$	$ 31,302
l. Program Income	$	$	$	$	$

Figure 5a. (continued)

OMB NO 99-R0184

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. Pell Grants (BEOG)	$	$	$ 10,000	$ 10,000
9. 5 @ $2,000 each				
10.				
11.				
12. TOTALS	$	$	$ 10,000	$ 10,000

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$	$	$	$	$
14. Non-Federal					
15. TOTAL	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION

(Attach additional Sheets If Necessary)

21. Direct Charges:

22. Indirect Charges:

23. Remarks:

PART IV PROGRAM NARRATIVE (Attach per instruction)

Figure 5b. Sample CDA Training Budget: Contractor

Direct Labor:			
Director		$20,000	
Secretary		10,000	
Field Supervisors (2)		15,000	
		45,000	
	Fringe benefits	4,500	
			49,500
Other Direct Costs:			
Materials ($5.00 x 100 students)		500	
Telephone, supplies, etc.		3,000	
Instructional costs			
- Personnel ($1,000 x 4)		4,000	
- Fees ($100 x 25)		2,500	
Travel (5,000 miles x .20¢)		1,000	
Final assessment fee ($25 x 50)		1,250	
			12,250
Direct Costs			61,750
Indirect Cost @ 25%			15,437
Total Costs			$77,187

ADMINISTRATIVE PROCEDURES

This section addresses the procedures and sequential steps involved in the development and implementation of a CDA program. Although not mandatory, these procedures are designed to facilitate the smooth planning of training programs which meet staff needs.

These procedures provide the basis for the formulation, coordination, and implementation of a program's goals and objectives, and ensure compliance with CDA program requirements. The administrative objectives are as follows:

1. To prepare and submit the annual refunding proposal to the Regional Office.

2. To develop and maintain an adequate personnel management system.

3. To develop and maintain an effective recordkeeping system.

4. To provide training and technical assistance, career counseling, and evaluation in accordance with assessed needs of staff, parents, and volunteers in the Head Start grantee agency.

5. To develop and maintain an effective and efficient transportation system.

These five objectives cover the overall requirements for the HSST/CDA program's administrative responsibilities. Therefore, if each objective is met the program should be in compliance with Head Start Performance Standards and CDA training requirements.

All appropriate program staff should be involved in the preparation of the annual refunding application with the Head Start Director acting as manager. Input from parents should be sought at all stages in the preparation process with the Policy Council having final approval prior to submittal to the Regional Office.

CDA Program Planning

CDA program planning should be a cooperative venture between the grantee, the institution and ACYF, the funding agency. Grantees and delegate agencies must secure quality CDA training for staff through the development and implementation of a CDA training plan. Training institutions can fill the role of training and in granting academic credit, but Head Start grantees and delegate agencies must be able and ready to:

- Identify their training needs when they approach the training institutions
- Recognize when training that is provide is not consistent with the CDA concept
- Explain the components of CDA training to their own employees who have no prior experience with CDA
- Be prepared to provide CDA training to their own employees under certain conditions.

Program directors must be able to assess staffing needs, develop budgets, and devise and implement organizational structures that will facilitate the learning experience. This requires knowledge of personnel management, budgeting and finance, supervision, program planning strategies, procedures for setting goals and objectives, program evaluation, and a thorough understanding of all elements of CDA training, including the CDA Competency Structure and the CDA Training Criteria.

Organization and Staffing

Upon receipt of funding from the ACYF Regional Office, there are several administrative activities which should be undertaken during the project start-up phase that affect organizational structure and staffing. They include intern recruitment and selection, identification and selection of field sites, completion of arrangements for academic credit, and completion of curriculum development tasks.

Each program must have staff to perform the following functions:

- Provide overall program direction and management
- Perform academic tasks (curriculum design, development, and implementation
- Provide field supervision and experience
- Provide counseling services and needs assessments
- Conduct intern appraisals to document mastery of competencies
- Deliver quality child care, where appropriate.

In most instances, there is a CDA program director who is responsible for ensuring the smooth operation of the program and for providing overall supervision to program staff. CDA staff may include: education coordinator, field advisor, center supervisor-trainer, interns, secretary, academic instructor (all are part-time).

(Note: The CDA training criterion that fifty percent or more of the training must be spent in supervised field work requires interns to be working staff members of early childhood centers, as either employees or volunteers. Where the training program is subcontracted, these positions will be filled by institutional personnel.)

The CDA emphasis on academic training and education combined with job-based field experience requires that different organizational structures, staffing patterns, and systems for the delivery of educational services be created. There is not a preferred organizational structure, since this will vary according to the program design and whether or not the CDA training is administered through an institution or independently. The CDA program can be placed in any organizational entity. Common institutional structures are:

- Departmental--HSST/CDA programs in this category are operated by project staff. Faculty report to the institution's departmental chairperson or dean of the division.

- Departmental support--The program is operated under the auspices of the institution's Office of the Academic Dean or another support division, with administrative and supervisory lines extending to that office.

- Special units--Under this arrangement, the program is conducted under specially established units within the institution; e.g., as part of the child development training program or the curriculum development and research group of the College of Education.

- Independent programs--The program is operated as an independent project with administrative/supervisory relationships to the Head Start agency.

Regardless of the organizational or staffing patterns utilized, there are generic program management and administrative tasks which must be implemented for successful CDA program operation. These tasks are:

1. Execution of written contracts (agreements) which clearly define relationships, responsibilities, and financial arrangements with the CDA staff, instructional personnel, and the Head Start agency and personnel.

2. Maintenance of a time log which details how much time each staff person spends on CDA responsibilities; e.g., timesheets.

3. Development and maintenance of a recordkeeping system which contains a file for each intern's grade reports, training observations, and anecdotal data.

4. Implementation of a financial recordkeeping system to be maintained by CDA staff which provides an accounting of funds including monitoring and controlling costs, budgeting and budget modifications, and financial approval for expenditures.

5. Involvement of CDA staff in the development of the CDA proposal.

6. Assurance that CDA personnel are aware of the availability and procedures for use of regional and national training and technical assistance (regional contracts, national contracts, or resource centers).

7. Regular conduct of meetings with CDA staff members, Head Start administrators, university administrators, Regional Office staff, and regional training and technical assistance contractors to maintain lines of communication and to facilitate information sharing.

8. Assurance that adequate time and money have been budgeted for travel, field supervision, and observation of interns.

9. Formulation of a written policy with the Head Start program for participation of the CDA trainer and on-the-job supervisor in the LAT.

10. Agreement between the training institution and grantee on courses for meeting the CDA Competencies (granting credit for CDA courses and special registration policies, if needed).

11. Informing the training institution's administration of the CDA Training Criteria and obtaining written acceptance of these criteria for CDA training by the institution.

12. Obtaining approval for all CDA courses from the training institution.

13. Developing a management plan which contains a project staffing plan, defined staff roles and responsibilities, defined procedures for supervisory and support personnel, and procedures for staff development.

14. Development of procedures for the institution's administrative office (registrar, financial aid, etc.) involved in the implementation of the CDA program.

15. Establishment of procedures for CDA program coordination and review.

The recruitment and selection of instructional and field staff can be carried out as a joint endeavor between the CDA project director and the Head Start administrative or agency director. Staffing selection criteria include:

- Acceptance of the Head Start philosophy and the CDA concept
- Understanding and acceptance of the institutional philosophy
- Ethnic heterogeneity
- Quality and content of child care experiences
- Academic background
- Ability to be a role model
- Ability to be supportive to the intern
- Willingness to increase one's own competency level
- Skills in relating to adults with varied educational, economic, and ethnic backgrounds.

Common outreach recruitment procedures can be utilized. Selection techniques can include interviews, observations, written expressions of interest, references, and self diagnostic instruments such as questionnaires.

CHAPTER III:

GRANTEE ADMINISTERED CDA TRAINING PROGRAMS

INTRODUCTION

Head Start grantees who are funded directly for CDA training (Program Account 20 CDA funds) are responsible for the planning, design, and delivery of CDA training programs that conform to the ACYF Training Criteria. These activities must be carried out in conjunction with regular Head Start program responsibilities to meet the needs of classroom personnel.

In order to fulfill basic CDA program responsibilities, grantees must develop a training program plan, secure external resources if needed, and provide overall program coordination and direction. Many grantees elect to subcontract CDA training responsibilities to a nearby college or university, while retaining responsibility for program oversight and coordination, and the support of interns during final assessment.

Subcontracting with an educational institution is the preferred method for direct-funded grantees since educational institutions usually have existing academic programs that can be easily adapted to CDA training at minimal costs. Grantees who do elect to implement training directly must complete extensive planning, curriculum design, and training development efforts as necessary first steps to training implementation. In addition, the grantees must ensure that their programs' plans adhere to the CDA Training Criteria. For this reason grantees must often establish a linkage with a local institution to ensure that valid credit or other academic components are offered to staff.

In both instances, grantee administered or subcontracted training, grantees are primarily responsible for the administrative, fiscal, and programmatic aspects of the CDA program. Thus, the grantee must designate a staff member with responsibility for program planning, coordination, and monitoring the progress of staff enrolled in the program. In addition, grantees are required to support interns during final assessment by making the center available and by aiding in securing parent representatives for the Local Assessment Team. Where grantees also conduct CDA training directly, a staff member may be asked to serve as the candidate's advisor on the LAT.

In order to be able to fulfill these basic responsibilities, grantees must complete two key activities: basic administrative functions and subcontracted training functions. These activities are described in the sections that follow.

BASIC ADMINISTRATIVE FUNCTIONS

Either as part of the funding proposal to the ACYF Regional Office, or immediately prior to scheduled program implementation, each direct-funded grantee must develop a plan and procedures for the administration of the CDA training program. Depending upon the grantee's Program Year Ending (PYE) date, funding may of necessity occur prior to the development of a definitive training plan. Thus, the grantee must carry out internal planning to identify staff training needs, develop a training program plan, and identify resources and procedures for meeting these needs.

Needs Analysis and Planning

Each grantee assuming responsibility for administering a CDA training program should conduct an analysis of all staff currently enrolled or likely to enroll in training. The initial analysis will provide the grantee individual and overall program data regarding staff training needs that must be addressed. (Procedures and forms for implementing this activity are included in The Child Development Associate Program: A Guide to Field Supervision.)

The data will enable the grantee to formulate a training plan that will be individualized for each intern and also address overall program needs that may be common among all staff.

Identification of Training Resources

Utilizing the data derived from the analysis of staff training needs, grantees must plan and/or identify in concert with a local educational institution, appropriate training personnel, academic courses, field experiences, and curriculum materials and resources needed to support CDA training. In addition, grantees must also factor in fiscal resources available through ACYF Program Account 20 CDA funds, Head Start program inservice funds, or other sources such as Pell Grants (BEOG), SEOG, or contributions.

It is usually at this stage that grantees will identify and select an educational institution to provide training. If an agreement is completed early in planning, grantees will usually complete the initial needs analysis and provide the information to the participating institution for the formulation of a CDA training plan. The finalized training plan is then submitted to the Regional Office as part of the grantee's funding proposal or as a special submission. The execution of a subcontract with the participating institution may be submitted in draft as part of this plan. Execution of the subcontract usually follows Regional Office approval.

Program Administration and Coordination

The grantee's administrative responsibilities under a direct-funded CDA program include providing overall programmatic and fiscal management of CDA funds and training activities, securing and providing training resources, managing subcontracted services, and monitoring program implementation.

To fulfill these administrative duties, the Head Start director, and usually the education coordinator, must carry out supplementary responsibilities related to CDA training. Generally, the Head Start director is responsible for basic administrative and fiscal tasks associated with budgeting, subcontract negotiation and administration, and overall program evaluation and assistance in final assessment.

The education coordinator usually monitors intern progress, training program implementation, coordination of academic and field training, and assists in obtaining needed resources. Depending upon the training program plan, the education coordinator may serve in a training capacity in the program.

To ensure the orderly administration of the program, basic procedures for fiscal and administrative controls, reports on intern progress, and training implementation are established as an integral part of the training plan. Both the Head Start director and the education coordinator share liaison responsibility with the training institution and participate in regular monitoring visits, review of reports, and other meetings.

Monitoring and Evaluation

The purpose of establishing monitoring and evaluation procedures is to provide administrative oversight and to ensure that the CDA training program is fulfilling its twofold function of improving staff skills and providing career opportunities. This involves establishing the ongoing monitoring of the training program and making provision for obtaining input from each of the key persons involved in the CDA training program. The monitoring and evaluation procedures developed become part of the written CDA training plan.

In most instances, the Head Start director and/or the education coordinator and career development committee chairperson will be principally responsible for monitoring the ongoing program operations. All training personnel and interns should be encouraged to participate in evaluation. Since the critical evaluation issues concern competence of staff, the evaluation must take into account the intern/agency progress and ensure that staff attain the designated competencies.

There are several approaches to monitoring and evaluation. The highlights of each approach are as follows:

Feedback meetings provide a process for obtaining a variety of information from several sources about the operation of the training program. During feedback meetings, the director or coordinator, trainers, career development committee chairperson, and the interns can gauge the impact and effect of the program, identify problems, and chart new directions. One way they can assess the program's impact is to review information on training delivery and intern progress.

Formal trainers' reports can point up problems or trends that can affect the orderly delivery of training. These reports can be reviewed, summarized, and discussed in feedback meetings or in planning sessions.

Regular observations and appraisals of intern performance will serve as indicators not only of individual intern progress, but also of whether the program is achieving desired results. Since CDA intern observations provide for trainer/intern input, both perspectives can be used to review program progress.

Assessment is an integral and continuous element of the training process. The assessment process can be divided into three phases: initial appriasal, ongoing appraisal during the training period, and final assessment for the CDA Credential.

The purpose of the initial appraisal is to determine the intern's strengths and training needs and to obtain enough background information to design an individualized course of study which will lead to the acquisition of the CDA Competencies. Several techniques may be used for this appraisal including individual conferences with each trainee, self-assessment by each trainee, observation of the trainee, assessment of previous academic and preschool work experiences, and feedback conferences.

The ongoing appraisals occur periodically during the course of the CDA training. In addition to the procedures suggested for initial appraisal, ongoing appraisal can include focused conferences, seminars, videotapes and/or tape recordings, competency profiles of each trainee, and feedback conferences.

The participation of CDA candidates in the CDA National Credentialing Program's final assessment process will serve as the ultimate determinant of intern/program progress and impact. If staff are deemed competent, the program coordinator and trainer will know the program works. Similarly, the construction of a candidate profile in the LAT will point out specific areas in which the candidate is either competent or requires additional training support.

Remember, the emphasis is on demonstrated competence. A complete discussion of each of these approaches is included in The Child Development Associate Program: A Guide for Training. Final assessments are very critical. The assessment is conducted by the Local Assessment Team (LAT) whose members include the CDA candidate (intern), the candidate's trainer, a parent-community representative, and a CDA National Credentialing Program representative. Each member, over time, collects information on the candidate's performance. They bring the information to the LAT meeting where members study, discuss, and evaluate the information in relation to the competency standards. They then vote and make a recommendation to the Credentialing Program regarding award of the CDA credential.*

As a member of the LAT, the CDA candidate has an equal voice and vote in judging his or her demonstrated competence. Just as all information recorded by the field supervisor is shared with the intern during the training, all information that is brought to the LAT meeting is reviewed by every member of the LAT according to the principle of "Reviewability of Information." Thus, there is a consistency in the team relationship and team procedures between training and final assessment. The same consistency holds true between the content of the training and of final assessment embodied in the CDA Competencies.

Depending upon the size of the agency training program, geography, and other factors, more formal surveys may be used to evaluate and monitor program or intern progress. It is the job of the administrator to decide on the extent of evaluation. Any evaluation method selected must be chosen in light of resources, the general progress of the program, and the ability of personnel to analyze and use the results to improve the overall quality and effectiveness of the training program. After agreement has been reached about responsibilities and approaches to be used, this information is written up for inclusion in the CDA training plan.

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* See The CDA Program: The Child Development Associate, A Guide for Training, DHEW Publication No. (OHD) 74-1-65, p. 62, for details.

SUBCONTRACTED TRAINING FUNCTIONS

Frequently a grantee will contract out the CDA training activities, or institutions will contract with other agencies or institutions for segments of the CDA training. Generally, this method is preferred since educational institutions can more easily design training programs that meet the CDA Training Criteria. When such arrangements occur, the grantee is ultimately responsible for ensuring compliance with the CDA Training Criteria and for ensuring that there are appropriate management and financial reporting systems to monitor subcontractor performance. The basic management and fiscal reporting systems discussed earlier can be modified to provide the necessary kinds of data required to monitor training activities. (See Chapter IV for institutional responsibilities.)

One grantee staff person should be assigned the responsibility for liaison and coordination with the subcontractor to ensure continuity of instructions and program operation. Periodic written reports should be required and on-site observations of activities should occur to validate information provided in reports.

Educational institutions selected as subcontractors by Head Start grantees to provide CDA training must conform to similar requirements as those who may be contracted directly by the Regional Office. In both instances, the training plan must be in conformity with the CDA Training Criteria. The only differences lie in the institution's responsibility to ACYF or the grantee, or whether the institution has total responsibility for the training program or shares it with the grantee. (See Chapter II for shared training activities.)

All subcontracts and agreements should be clearly written and define specific organizational relationships, responsibilities, and financial arrangements for CDA staff, instructional personnel, Head Start agency personnel. (Model language for the subcontract and letter of agreement are included in the Appendix.)

Chapter IV describes the specific duties and responsibilities of educational institutions that may receive a contract or subcontract for CDA training.

CHAPTER IV:

INSTITUTIONAL/CONTRACTOR ADMINISTERED CDA TRAINING PROGRAMS

INTRODUCTION

Institutional/contractor administered programs differ from grantee administered programs in that the funding mechanism is a contract between ACYF and the organization or institution selected to provide the training. Typically, such programs are funded by the Regional Office as a result of a competitive procurement (RFP). Contractors selected through the competitive process must meet two basic sets of requirements:

1. Those special requirements that are delineated in the contract Statement of Work section specifying all activities to be addressed by the contractor in the delivery of the CDA training program; and

2. The CDA Training Criteria specified in the ACYF (OCD) Instruction No. (OHD) 74-1065.

These contracts may be for a geographic area covering an entire region or for a single state. In addition, the principal contractor may subcontract certain segments of the training delivery; however, the same conditions and obligations apply to the subcontractor as are binding on the prime contractor.

The basic functions required of a contractor are contract administration, training delivery, program monitoring and evaluation, career development for professional staff, program reporting, and support services (counseling, appraisal, and assistance for final assessment). Other functions include participating in regional training events, systematic coordination with the Head Start program (especially the Director) and other relevant departments in the institution (e.g., registrar, financial aid, academic staff, etc).

With respect to training delivery, the institutional/contractor administered program is responsible for both academic and field training.

Academic training--The contractor, if private, may elect one of two approaches; to hire specialists on a consultant basis to provide the training, or subcontract with an institution to provide the academic staff. Institutions tend to utilize their regular academic departments or develop special programs organized around the needs of the CDA program.

Field-based component--Contractors usually supply the specialists for field advisors or purchase the services by subcontracting with an institution. A variation of these approaches is the use of the Head Start education coordinator or other staff as field advisors on a reimbursement basis to the Head Start program.

In either instance, with respect to the delivery of academic and field training, the institution/contractor must conform to the CDA Training Criteria; and the contractor is responsible for conducting the ongoing appraisals of interns, updating individual training plans, etc.

The management function of program administration is typically carried out by the person designated as project director or project manager. This person is responsible for overall program and financial administration of the contract, for liaison with the Government Project Officer, staff supervision and direction, coordination with the Head Start program officials, and for developing work plans for delivery of contract services. The project director is usually assisted by one or more educational specialists and support personnel.

In the sections to follow, the training design and delivery models and administrative procedures for institutional/contractor administered CDA training programs are described.

TRAINING DESIGN AND DELIVERY MODELS

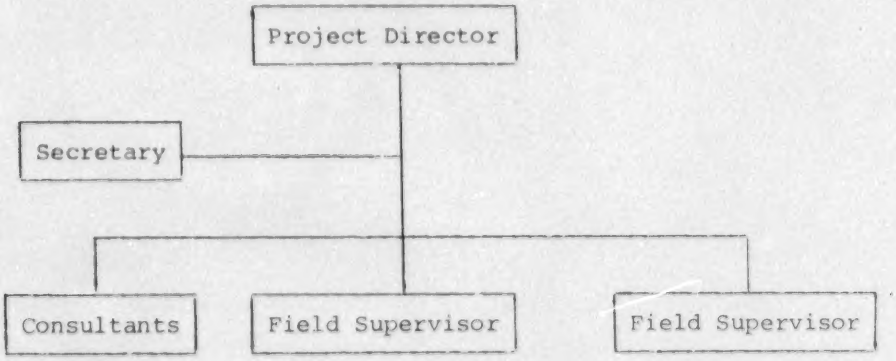
There are three training models used primarily by institutions/ contractors: the field-based model, the integrated model, and the training of trainers model. Each is described below.

Field-based Model

In this format, all of the training (academic and field) is delivered on an individualized/decentralized basis within the grantee setting or at a nearby facility. Under this model, both the academic and field components are delivered by a single individual. In some cases, outside consultants are used to address certain content areas of the academic training. If consultants are used, special seminars are conducted on a group basis. In other situations, the field trainers deliver most of the academic training in group sessions when the needs of the interns are similar.

The field-based model uses a primary curriculum with a modular approach supported by learning resources such as textbooks, audio-visuals, and resource materials on early childhood education/child development. The field-based model relies heavily on the individual delivering the CDA training. The field trainer is given primary responsibility for intern progress: reaching consensus with the intern as to when competence has been demonstrated; selecting supplemental resources which meet the needs and learning style of the individual intern, and deciding jointly with the intern when he or she is ready to exit from the training program. Valid college credit may be attached to the modules completed, may be awarded upon receipt of the credential, and/or negotiated through an agreement with a local institution.

The organizational format for the field-based model is:



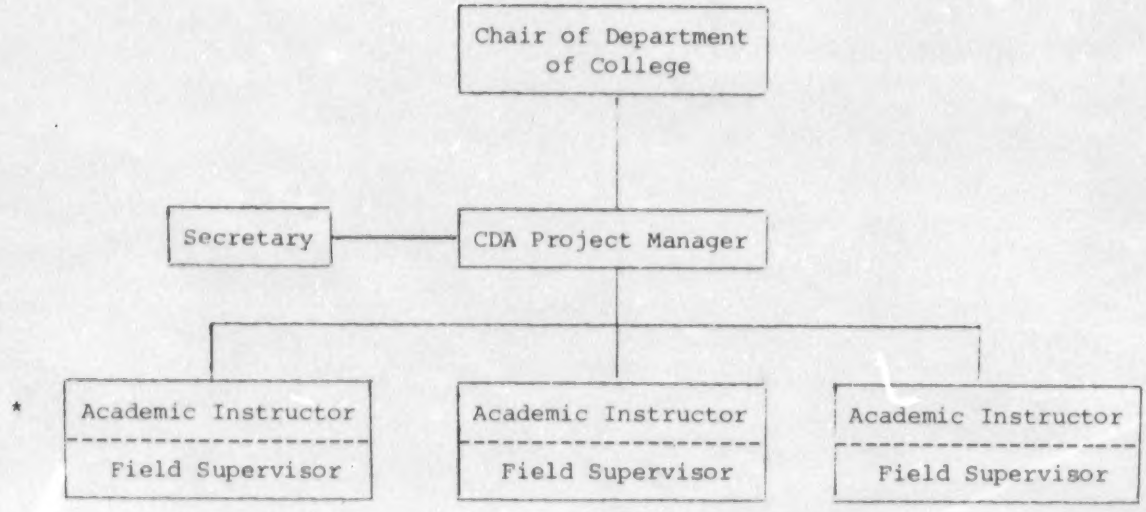
Integrated Model

This model is organized around an existing curriculum within an institution (through its Department of Early Childhood Education, Education, or Home Economics/Family Life, or the Human Services/Child Development sequence of the college); and the CDA Training Criteria are integrated into that curriculum.

This method of integrating the CDA Competencies into an existing curriculum is the procedure most frequently used by colleges and institutions. Depending upon the administrative flexibility of the institution, the CDA program develops and changes within the structure.

The integrated model provides for ready adaptation to the CDA Training Criterion, "All training is based on the CDA Competencies." Supervised field experiences are established through the use of practicum courses and/or the addition of experiential work to the existing courses. Valid credit is readily available through this model. Individualization is easily achieved through the field experiences but a little more difficult to achieve in the academic setting. Integration of academic and field experiences occurs best when the same person supervises both aspects of the intern's program; but can be achieved, if more than one person has this responsibility, through frequent conferences between the persons responsible for the intern's progress. Flexible scheduling presents the greatest difficulty within the integrated model due to its relationship to the award of valid credit. Interns exiting the program in the middle of a quarter or semester frequently continue to attend classes in order to complete the coursework required for credit.

In those situations where a private contractor has been funded for CDA training, the academic portion of the training may be sub-contracted to an institution, with the field experience being delivered in whole or in part by the contractor's staff. In either case, the training sequences for academic and field are integrated as per the CDA Training Criteria and the training is individualized based on the intern's needs. Personnel required to implement this model, in addition to the management staff, include academic instructors and field advisors. The format for this model is illustrated as:

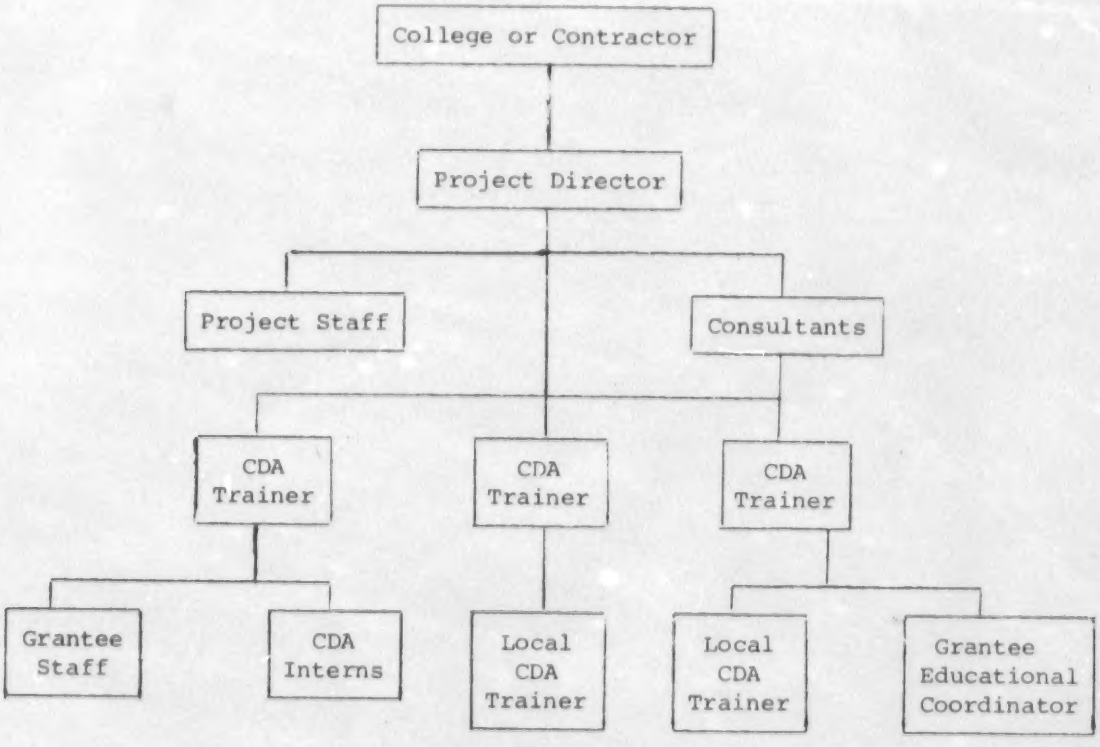


* Alternatively, some institutions utilize regular faculty for academic instruction only and hire part-time specialists to provide field supervision. In this instance, academic and field are integrated by joint planning, curriculum coordination, etc.

Training of Trainers Model

This model is a variation of both the field-based and the integrated approaches. The basic focus of this approach is the training of selected specialists who are either geographically dispersed, or grantee staff, to carry out the primary training function under the CDA contract. In the direct training of trainers model, the contractor implements specialized training workshops or seminars for selected CDA trainers and/or field advisors who in turn will provide the academic and field training to CDA interns. A variation within this model is the delivery of special seminars and workshops or academic courses by the contractor or an educational institution, while the principal field training is provided by the field advisors. In many instances, Head Start education coordinators or similar staff are recipients of the training of trainers, and then serve as the primary advisors to the interns in their agency. Consultants can also be used in this model.

The significant variant in this approach is that the CDA program personnel have little or no direct relationship with CDA interns; focusing instead on the development of competent CDA trainers who then work with local staff to train CDA interns. The organizational chart for this model is:



Independent study is typically an approach which meets the specific training needs of the interns or relates to group training activities; and as such may be incorporated into any of the three models, especially in those situations where the interns or field placements are geographically dispersed.

All of the training models can be utilized by an institution/contractor. The model to be utilized depends on the degree of staff expertise, intern training needs, location of field placements, and academic and fiscal resources.

BASIC ADMINISTRATIVE FUNCTIONS

Program Monitoring and Evaluation

Many grantees and CDA training providers have developed techniques for monitoring and evaluating the progress of the CDA program. These include:

- CDA intern evaluative feedback related to CDA training personnel, curriculum and program administration
- Department of Health and Human Services' regional self-assessment tools for CDA training providers
- ACYF National CDA Training Provider Improvement System
- Rate of intern progress through the program, drop-out rate in training, numbers of CDA interns credentialed
- Fiscal audits
- CDA training provider feedback to grantee
- College/contractor established evaluation system (performance reviews, etc.).

Career Development for CDA Staff

A staff development and training program needs to be established and maintained throughout the duration of the program due to the new concepts involved in CDA training. Many CDA trainers have multiple job roles which further complicate the adaptation to CDA concepts and the ability to move freely within these multiple roles. By providing career development opportunities for CDA staff, a much needed mutual support system is established at the CDA trainer level. This reduces the possibility of staff burnout and increases the probability of continuity of staff.

Program Reporting

CDA training providers need to establish a rather complex reporting process which meets the needs of the intern, the institution/contractor, and the Head Start grantee. Included in the reporting system may be the following:

- Intern files

  - Training progress (training portfolio)
  - Information for grantee
  - Information for valid credit
  - Final assessment (LAT portfolio; LAT advisor information)

- Institutional records

  - Time logs for CDA staff
  - Personnel performance reviews
  - Fiscal accounts and budgets
  - Enrollment, grades, and transcripts
  - Management plan (staffing; job descriptions; defined operating procedures; staff development plan)
  - Written contracts with grantees, intra-institutional offices (registrar, library, etc.), personnel
  - Program development (planning; future projections).

Support Services

Colleges, contractors, and grantees frequently support the CDA training program beyond the written terms of a contract. CDA trainers are often placed in the role of professional and personal counselors. Institutional training providers may guide interns toward additional work in needed areas, such as study skills development, which are outside the parameters of the CDA program per se.

Other support services most frequently used by colleges/contractors are the use of facilities; services of staff, faculty, and consultants; technical assistance from state, regional, and national organizations; transportation; and community services.

Coordination with Head Start

The college/contractor conducting CDA training for Head Start staff needs to establish and maintain close communication with the Head Start administrative staff. Activities to be coordinated between the two organizations begin with consensus on the indicators of demonstrated competence to be shown by the CDA interns, agreement on philosophical approaches to early childhood education, times of field observations and conferences conducted at the Head Start center, tracking and reporting of intern progress, and Head Start acceptance of the concepts inherent in CDA training.

As the working relationship continues, the CDA training provider may be called upon to assist the grantee in other activities such as correlating CDA training with pre- or inservice training, rewriting job descriptions to incorporate CDA, or improving compliance with the Head Start Performance Standards. The CDA program manager and Head Start director, along with members of their staffs, should hold regularly scheduled meetings to promote this type of coordinated effort.

Coordination within the Institution

Many college-based CDA training programs find that integrating CDA concepts into academia is an area of project administration requiring considerable time and skill. Federal program requirements and institutional practices must be reconciled at an early stage if project/institutional personnel are to be free to carry out the work of the project in accordance with program guidelines.

The use of written agreements across departments within the institution is one method used to coordinate CDA program activities. Faculty meetings and conferences are methods for keeping faculty members informed about CDA. An initial briefing and regular briefings of all departments and personnel in the training institution should be conducted to ensure that responsibility and accountability factors can be maintained.

Participation in State and Regional Training Events

Frequently agreements between ACYF and colleges and/or contractors include participation in state and/or regional meetings as specified in the requirements of the Statement of Work section. These meetings may be conducted for information dissemination, training, program coordination, or planning purposes. CDA staff should assist in decisions related to the areas of travel expense, selection of staff to participate and utilization of their time on the project, planning and materials preparation.

State and regional training events provide an opportunity for CDA staff to expand their horizons beyond the scope of the local program and to benefit from the experiences of other CDA program personnel.

SUMMARY

CDA training, with its emphasis on academic training and education combined with job-based field experiences, requires that new organizational structures, staffing patterns, and delivery systems be created. Each training program will reflect the unique circumstances of the Head Start grantee, the CDA training provider, the surrounding community, and the population of child caregivers to be served.

In the preceding chapters, we have provided basic information on the CDA program, as well as an overview of the basic program features and administrative requirements. Practices and procedures for Head Start grantee administered CDA training programs have been described. The methods for managing institution/contractor administered CDA training programs have been outlined. Where possible, illustrative examples and models were provided to supplement the narrative.

This manual is designed to provide practical approaches which should increase the grantee or contractor's overall knowledge of CDA program management concepts and principles, while serving as a quick reference document for CDA program directors.

A bibliography is appended for detailed references in management techniques, CDA curriculum development, field supervision, training program evaluation, and materials and resources.

BIBLIOGRAPHY OF MANAGEMENT AND TRAINING RESOURCES

Head Start Program Directors, Education Coordinators, and CDA Project Directors may wish to enrich their own knowledge in the management and training areas, or to establish a resource library for their staff. There is an abundance of formal courses, training institutes, and resource materials available.

We have identified several selected sources from among available CDA resources, as well as others from the management literature. Local program staff are encouraged to identify others that reflect emerging trends in the technology of management, training, and human resource development.

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* CDA training resource documents available from the Administration for Children, Youth, and Families, Washington, D.C.

SAMPLE

HSST/CDA Training Agreement

Between

Head Start Grantee and Cooperating Institution

Date: _____

TERMS OF AGREEMENT (Revised 9/79)

HSST/CDA Training Project

Part A General Information

1. Purpose

   a. number of trainees
   b. number of credits

2. Selection of Trainees

   a. grantee identifies the procedure for selection of trainees
   b. criteria for adding/removing trainees from the CDA project

3. Dates and Location of Classes

   a. dates for starting and ending--include registration date
   b. day of the week and times for class meetings
   c. location of classes

4. Preparation Time for Academic Instructors--where appropriate

   a. number of hours
   b. involvement, if any, by grantee staff

5. Additional Responsibilities of the Grantee of the College--where appropriate

Part B CDA Training Criteria

1. CDA Competencies/Functional Areas--identify the courses and their relationship to the competencies/functional areas

2. Individualization--description of how the training will be individualized

3. Field Supervision--identify who will provide the supervision, include a plan for this supervision and describe the relationship between the grantee and the college

4. Integration of Academic and Field Work--describe this relationship

5. Flexible Entry and Exit--describe, where appropriate, a plan for meeting this criteria

6. Valid Credit--list the number and title of the hours to be offered each semester or quarter

Part C Budget

1. Total Budget

   Separate sheet identifying all costs related to the CDA training project

2. Cost per Trainee

   a. tuition
   b. books
   c. fees
   d. competency based fee

Part D Statement of Agreement

1. Short statement to include number of trainees and credits to be earned; criteria for adding or removing trainees, and the dollar amount

2. Signatures of college representatives, grantee representatives, titles and dates

University Research Corporation
5530 Wisconsin Avenue, N.W.
Washington, D.C. 20015

CONTRACT

Contract No. :

Prime Contract : HEW-105-78-1025

Project : Head Start Supplementary Training/Child Development Associate

Effective Date : September 1, 1978

Issued to :

Mail invoices to : University Research Corporation
Region IV Head Start Supplementary Training/
Child Development Associate Project
1800 Peachtree Center
230 Peachtree Street, N.W.
Atlanta, Georgia 30303

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ARTICLE I

Identification of Parties

THIS AGREEMENT, made this 1st day of September 1978, by and between University Research Corporation, of Washington, D.C. (hereinafter referred to as Manager), having its principal offices at 5530 Wisconsin Avenue, N.W., Washington. D.C. 20015, and

_____

(hereinafter referred to as Contractor), having its principal offices at _____.

This agreement is made in accordance with Prime Contract No. HEW-105-78-1025 with the Department of Health, Education, and Welfare, the purpose of which is to provide supplementary and Child Development Associate training for qualified professional and non-professional members of the Head Start center staffs (hereinafter referred to as "Trainees").

ARTICLE I:

Services To Be Rendered

(A) The CONTRACTOR shall provide necessary professionally qualified personnel, facilities, supplies, equipment, and all related instructional support necessary to develop and implement a Head Start Supplementary Training (HSST) and/or Child Development Associate (CDA) Training Program of the type and character which enables professional and non-professional persons on full-year Head Start center staffs to function more effectively in their Career Development roles, as indicated in the CONTRACTOR'S proposal.

(B) The CONTRACTOR providing HSST to Trainees shall comply with the Policy and Specific Provisions described in OCD Instruction I-33-324-1 on Head Start Supplementary Training Policy as outlined in The CDA Program: The Child Development Associate, A Guide for Training, April 1973.

The HSST CONTRACTOR, in consultation with Manager, Regional Head Start offices, and participating Head Start agencies, shall develop a curricula leading to a two-year or four-year degree or its certificate equivalent.

Approved HSST coursework shall be developed by the CONTRACTOR so as to satisfy the needs of the Head Start staff through the modification of existing courses as well as the design of new ones.

The HSST CONTRACTOR shall be willing to offer courses both on and off campus, e.g., in local Head Start centers.

The HSST CONTRACTOR shall ensure that full credit be given for all coursework successfully completed.

The HSST CONTRACTOR shall ensure that all credit earned be fully transferable for a four-year baccalaureate degree.

The HSST CONTRACTOR shall ensure that all credit earned will contribute toward the fulfillment of the requirements of the designated degree program under this contract.

The HSST CONTRACTOR shall offer a minimum of ten (10) credits to ____ Trainees during the Fall 1978 semester and ten (10) credits to ____ Trainees during the Spring 1979 semester.

(C) The CONTRACTOR providing CDA training to Trainees shall comply with OCD Instruction I-33-324-1 on Head Start Supplementary Training Policy as outlined in The CDA Program: The Child Develoomment Associate, A Guide for Training, April 1973.

The CDA CONTRACTOR shall provide training which adheres to the CDA Training Criteria:

1. Training should be based on the CDA Competencies and should lead to their acquisition
2. Valid credit should be offered for CDA training
3. Fifty percent or more of the intern's total training time should be spent in supervised field work
4. Academic content and field work should be an integrated set of experiences

5. Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies

6. Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

(D) The CONTRACTOR providing both HSST and CDA training shall adhere to the respective conditions described in (B) and (C) above.

ARTICLE III

Period of Performance

The Contract shall commence on or about the 1st day of September 1978, and be completed not later than the 31st day of August 1979, unless otherwise terminated in accordance with General Provision No. 15, "Termination for Convenience."

ARTICLE IV

Consideration and Payment

The maximum cost for performance of the obligations and duties under the contract is $_____, which is the maximum amount that may be paid to CONTRACTOR.

It is understood and agreed that the maximum overhead shall be _____% of direct cost, which is $_____.

It is understood that the CONTRACTOR will pay the Child Development Associate assessment fee of $20.00 to the CDA Consortium for each Trainee covered by this contract, and whose CDAC first or second application for assessment is processed during the contract year.

The CONTRACTOR is to include in the budget travel and per diem costs to attend a minimum of two, three-day regional/area meetings to be conducted by the national CDA training and technical assistance contractor.

ARTICLE V

Insurance

The CONTRACTOR shall indemnify and hold Manager harmless for any liability for injury or damage caused by the CONTRACTOR to persons or property during the performance of this contract. Neither the existence nor the assent of Manager to the types or limits of insurance carried by the CONTRACTOR shall be deemed a waiver or release of the CONTRACTOR's liability or responsibility under this contract.

ARTICLE VI

Nature of Relationship

The CONTRACTOR herein is an independent CONTRACTOR and shall not act as agent for Manager, nor shall it be deemed to be an employee of Manager for any purposes whatsoever. The CONTRACTOR shall not enter into any agreement or incur any obligations on Manager's behalf, or commit Manager in any manner, without Manager's prior consent.

ARTICLE VII

Nondiscrimination

In connection with the performance of this Contract, the CONTRACTOR agrees not to discriminate against any person on the grounds of race, color, religion, sex, or national origin. If this Contract is in excess of $50,000.00 and meets other requirements as more fully described in Federal Procurement Regulation Clause 1-7.101-18, the CONTRACTOR will submit a certificate to Manager that has complied with the requirements to file copies of Form SF-100.

ARTICLE VIII

Payment of Invoices

The CONTRACTOR shall submit invoices for payment hereunder in an original and two copies, directly to:

University Research Corporation
Region IV Head Start Supplementary Training/
Child Development Associate Project
1800 Peachtree Center
230 Peachtree Street, N.W.
Atlanta, Georgia 30303

Invoices are to be submitted monthly by the CONTRACTOR's business office and are to be based upon actual costs incurred during the preceding month. Incurred costs are to be listed according to the categories indicated in the CONTRACTOR's proposed budget. Each invoice shall be certified as to its accuracy and propriety. Payment of proper and correct invoices shall be made promptly by Manager to the CONTRACTOR's business office upon completion of the processing of the invoice. Manager will withhold payment of the final 15 percent of the contractual funds until the CONTRACTOR has fulfilled all of its contractual reporting requirements.

ARTICLE IX

Progress Reports

The CONTRACTOR shall submit the following reports to Manager:

(A) Beginning of Session Reports in two (2) copies by the 30th day after the beginning of the session (i.e., quarter, trimester, or semester) indicating the names and category (i.e. HSST, CDA, HSST/CDA, carry-over, direct-funded, etc.) of Trainees enrolled that session and the number of hours each Trainee is taking.

(B) End of Session Reports in two (2) copies, by the 5th day after the close of the session (i.e., quarter, trimester, or semester) summarizing the CONTRACTOR's efforts during the preceding session.

(C) Final Report upon completion of all work hereunder, summarizing the CONTRACTOR's results, recommendations, and conclusions--four (4) copies, including one reproducible copy to Manager--in accordance with the reporting format established by Manager.

(D) Special reports containing specific program information upon request.

ARTICLE X

Contractor Number Identification

The CONTRACTOR agrees to utilize the number of this Contract on all correspondence, communications, reports, vouchers, and such data concerning this contractor or delivered hereunder.

ARTICLE XI

Modification

No change or modification in this agreement shall be valid or binding upon the parties hereto nor shall any waiver or term or condition hereof be deemed a waiver of such term or condition in the future unless such change or modification or waiver shall be in writing signed by the parties hereto.

ARTICLE XII

Contract Content

This Contract consists of the face page (Form STA-2, 7/78), Articles I-XII, signature page (Form STA-3 or STA-4, 7/78), and the General Provisions (HEW-316, Rev. 7/76), which is attached hereto and made a part of hereof as Exhibit A.

DEFINITIONS

As used throughout this Contract, the following terms shall have the meanings set forth below:

a. The term "Government" means the United States Government or any department or agency thereof.

b. The term "Manager" means University Research Corporation of Washington, D.C.

c. The term "Contractor" means the subcontractor college, university, or other educational institution contracted to provide the service described in this Contract.

d. The term "Secretary" means the Secretary, the Under Secretary, or any Assistant Secretary of the Department of Health, Education, and Welfare; and the term "his duly authorized representative" means any person or persons or board (other than the Contracting Officer) authorized to act for the Secretary.

e. The term "Contracting Officer" means the person executing this Contract on behalf of the Government, and any other office or employee who is properly designated Contracting Officer; and the term includes, except as otherwise provided in this Contract, the authorized representative of the Contracting Officer acting within the limits of his authority.

f. The term "Department" means the Department of Health, Education, and Welfare.

g. The term "constituent agency" means the agency of the Department responsible for the administration of this Contract.

h. Except as otherwise provided in this Contract, the term "subcontract" includes purchase orders under this Contract.

Signature Page

IN WITNESS whereof, the parties hereto have causes this Contract Number _____ to be executed this 1st day of September 1978.

University Research Corporation, a District of Columbia Corporation, with offices at 5530 Wisconsin Avenue, N.W., Washington, D.C. 20015.

By:

_____ /

Name and Title

University Research Corporation, a District of Columbia Corporation, with offices at 5530 Wisconsin Avenue, N.W., Washington, D.C. 20015.

By:

_____ /

Name and Title

Contractor:

By:

_____ /

Name and Title

With offices at: _____

_____

(Form STA-3, 7/78)